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## ABSTRACT

A composite summary of the Elementary and Secondary Education Act Title I projects operated in the Bureau of Indian Affairs (BIA), Phoenix Area, during fiscal year 1975 is given on an area-wide basis. Data, presented by charts and graphs, cover: the BIA's organization; student enrollment in the Phoenix Area schools by agency and school; expenditures by school; student participation by component and school; professional and paraprofessional staff by component; and student achievement in reading, language, mathematics, and special education. The data show that the Title I projects were highly successful in fiscal year 1975. In each component, students scored above the expected gain score. (NQ)

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ED119928

**SUMMARY OF THE**  
**Phoenix Area**  
**FINAL EVALUATION REPORT**  
**TITLE 1/1975**

**Bureau of Indian Affairs/Department of the Interior**

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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REPORT OF FINAL EVALUATION  
ESEA TITLE I PROJECTS  
FISCAL YEAR 1975

# FINAL REPORT

U.S. DEPARTMENT OF THE INTERIOR  
BUREAU OF INDIAN AFFAIRS, EDUCATION

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SEPTEMBER 1975

## **ACKNOWLEDGEMENT**

The success of Title I programs in the Phoenix Area has involved the efforts of many people. Many of the schools in the Phoenix Area modified their total school curriculum in FY'75 in an effort to meet the needs of all their students. In many instances teachers and aides had to work long and arduous hours to implement the new systems. Without the administrative support of the principals and the agency staff, many of the changes would not have occurred. The Phoenix Area Office staff wish to extend our sincere appreciation to the teachers, aides, and administrators who have made this progress possible.

The Parent Advisory Councils, Title I Coordinators, and clerical staff are also to be commended for providing the necessary expertise in the planning, writing and typing of proposals, and in keeping the projects operational.

Our gratitude also is extended to the people in the support branches of Personnel, Property and Supply, Budget, and Plant Management.

And, finally, we wish to extend our deep appreciation to Ms. Harriet B. Hilburn, the Federal Programs Administrator, for her guidance and expertise in providing the highest quality of administrative support to Title I programs in the Phoenix Area. Ms. Hilburn has resigned as Federal Programs Administrator and her talent will be missed.

**The Phoenix Area Office Title I staff**

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## INTRODUCTION

This evaluation report addresses itself to a summary of projects operated in the Bureau of Indian Affairs, Phoenix Area, during fiscal 1975. As with last year's report, this one is presented in chart and graph form rather than in narrative form.

Again the Phoenix Area is publishing two evaluation reports. One for general distribution is a composite summary of the data into an area-wide report. The second is an individual school report that presents the data on a grade by grade-school by school basis. The school report is primarily meant for distribution to the Phoenix Area schools; however, copies are available for dissemination.

For further information relative to evaluation of the Title I programs, please contact:

Phoenix Area Office  
Division of Education  
Attention: Federal Programs Administrator  
P.O. Box 7007  
Phoenix, Arizona 85011  
(602) 261-4161

In each of the 23 schools of the Phoenix Area, there are a variety of programs used for any given area of instruction. Each teacher uses the programs he/she feels will work best for the students he/she has in any given class. Thus, to attempt to describe anything other than the process used would be an impossible and meaningless task.

The process used remains fairly constant across grades, schools, and subject matter. However, some teachers use it to a more exacting degree than others. The process is one of diagnosis of specific skill deficiencies, use of whatever *appropriate* materials are available for remediation of skill deficiencies, and a retest for mastery of the skill.

A number of the schools have now begun the sophisticated process of identifying skills that must be mastered at each grade from K-12. They are using this hierarchy as a basis for developing instructional materials and mastery tests that can be used in the instructional process to better meet the needs of the students. Once this has been accomplished, there will be an orderly sequential set of materials that can be used from K-12.

The results of using the diagnostic-prescriptive approach in the Phoenix Area Title I projects have demonstrated such a high degree of success that now several schools are beginning to use this process for all students.

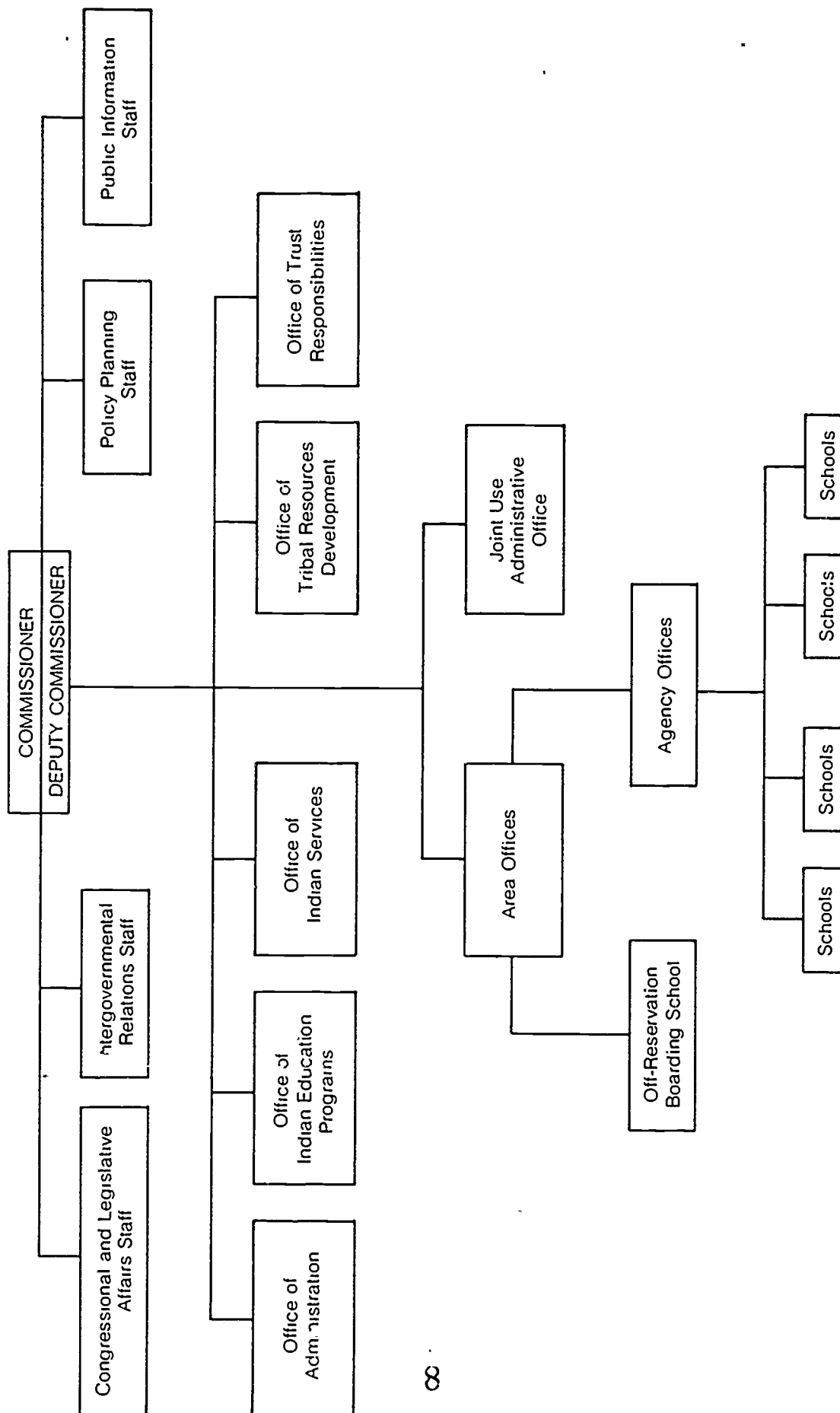
## OVERVIEW AND ORGANIZATION OF THE BUREAU OF INDIAN AFFAIRS

The Bureau of Indian Affairs was recently reorganized (See Figure 1).

The Phoenix Area Office exercises jurisdiction over Bureau of Indian Affairs schools in a three state region. Figure 2 shows the geographical location of schools in the Phoenix Area. The twenty-one Bureau schools are situated in a three-state region comprised of Arizona, California and Nevada. With the exception of two off-reservation high schools, all are located in Arizona. The two exceptions are Sherman Indian High School in Riverside, California and Stewart Indian High School in Stewart, Nevada. Phoenix Indian High School, the Area's third boarding high school, is located in the heart of Phoenix, Arizona. Additionally, Duckwater Shoshone Elementary School in Nevada is served by Title I but it is not under regular programs jurisdiction.

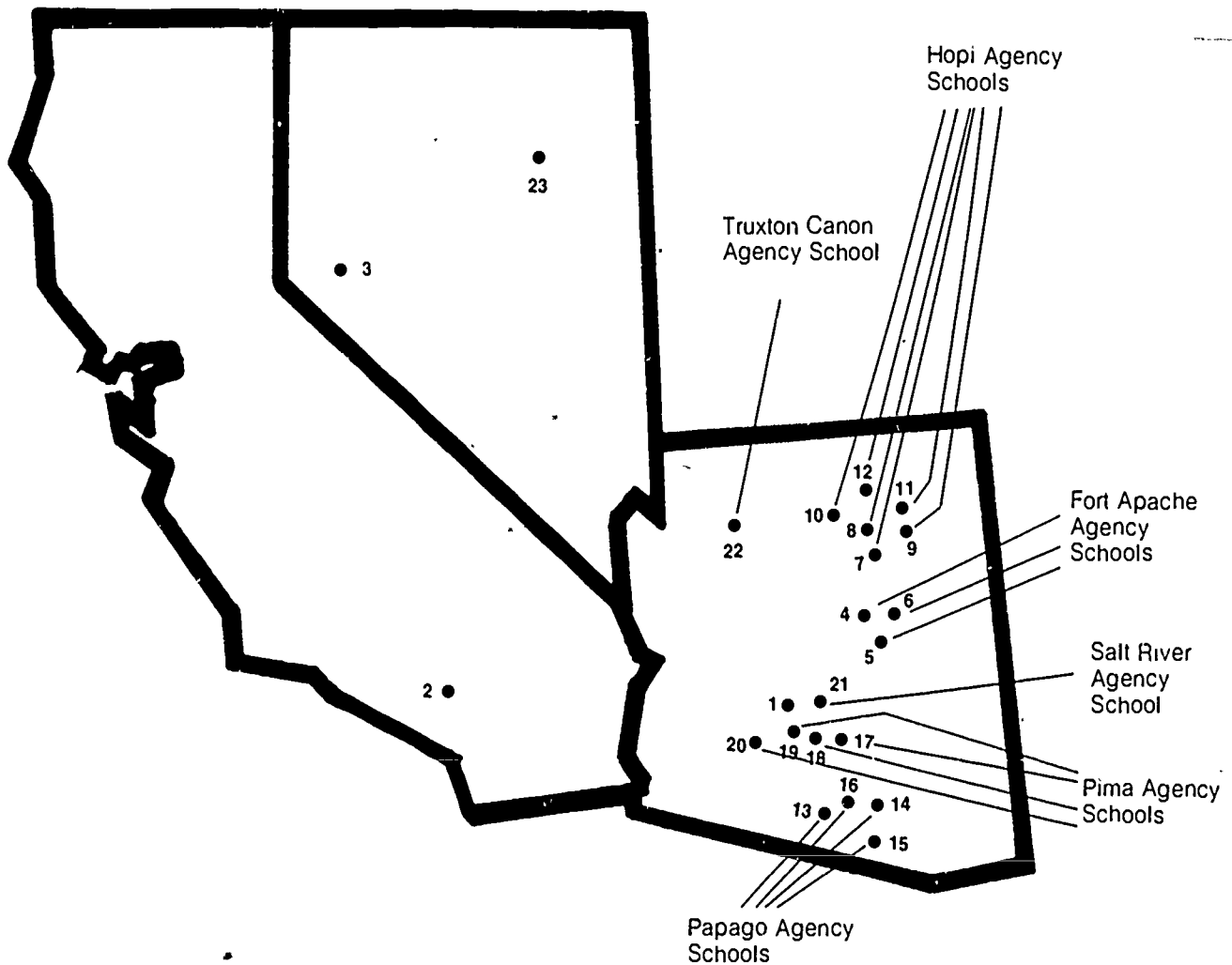
Located in the White Mountains of eastern Arizona are the John F. Kennedy Day School, Cibecue Day School, and Theodore Roosevelt Boarding School. To the north, approximately 180 miles are the Hopi mesas and the six schools which serve the Hopi children. A mule trip is necessary to reach the Havasupai village, where the Supai Day School is located near the Grand Canyon. Farther south near the Mexico-Arizona border in the Sonoran Desert, is the Santa Rosa Boarding School and three small day schools on the Papago Reservation. Approximately 30 miles south of Phoenix on the Gila River Reservation are the two Pima Bureau day schools, one small tribal operated school and one mission school. Also, located near metropolitan Phoenix, is the Salt River Reservation which contains one day school.

Figure 1  
Organization—Bureau of Indian Affairs





**Figure 2**  
**Phoenix Area Schools**



- |                                      |                                    |
|--------------------------------------|------------------------------------|
| 1 Phoenix Indian High School         | 13 Kerwo Day School                |
| 2 Sherman Indian High School         | 14 Santa Rosa Boarding School      |
| 3 Stewart Indian High School         | 15 Santa Rosa Ranch Day School     |
| 4 Cibecue Day School                 | 16 Vaya Chin Day School            |
| 5 John F. Kennedy Day School         | 17 Blackwater Demonstration School |
| 6 Theodore Roosevelt Boarding School | 18 Casa Blanca Day School          |
| 7 Hopi Day School                    | 19 Gila Crossing Day School        |
| 8 Hotevilla Day School               | 20 St. John's Mission School       |
| 9 Keams Canyon Boarding School       | 21 Salt River Day School           |
| 10 Moencopi Day School               | 22 Supai Day School                |
| 11 Polacca Day School                | 23 Duckwater                       |
| 12 Second Mesa Day School            |                                    |

**Table 1**  
**Enrollment in the Phoenix Area Schools by Agency and School**  
**for School Year 1974-75**

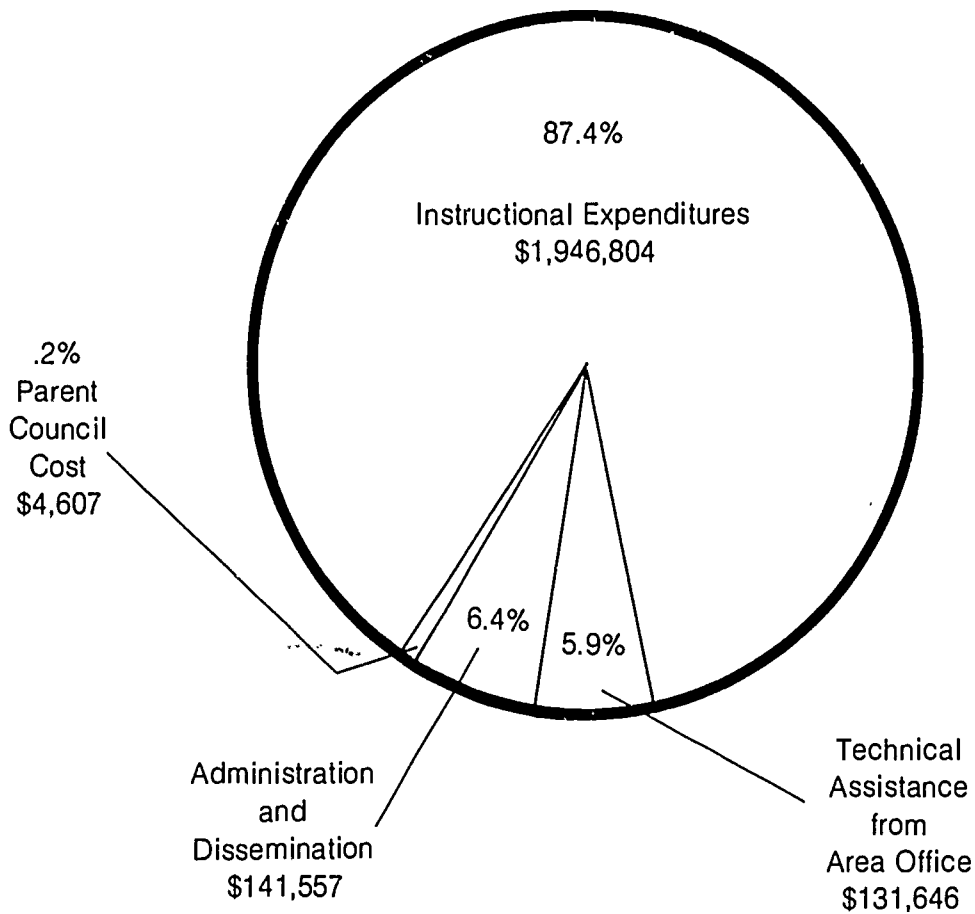
Agency & School	Grades Served	Number of Students
<b>ELEMENTARY SCHOOLS</b>		
<b>Duckwater</b>	1-8	21
<b>Fort Apache Agency</b>		
Cibecue Day School	K-8	251
Theodore Roosevelt Brdg.	5-8	193
John F. Kennedy Day	1-6	106
<b>Hopi Agency</b>		
Hopi Day School	1-8	178
Hotevilla Day School	1-6	116
Keams Canyon Brdg/Day	K-8	282
Moencopi Day School	1-4	58
Polacca Day School	K-6	158
Second Mesa Day School	K-6	230
<b>Papago Agency</b>		
Kerwo Day School	K-4	55
Santa Rosa Boarding/Day	K-8	415
Santa Rosa Ranch Day	K-5	18
Vaya Chin Day School	K-4	85
<b>Pima Agency</b>		
Blackwater Demonstration*	K-1	32
Casa Blanca Day School	K-4	124
Gila Crossing Day School	K-5	163
St. John's Indian School**	1-12	210
<b>Salt River Agency</b>		
Salt River Day School	K-6	222
<b>Truxton Canon Agency</b>		
Supai Day School	K-4	39
<b>HIGH SCHOOLS***</b>		
Phoenix Indian High School	7-12	686
Sherman Indian High School	9-12	640
Stewart Indian High School	8-12	378

\*=Contracted to Community

\*\*=Catholic Mission School

\*\*\*=Off-Reservation Schools

## EXPENDITURES



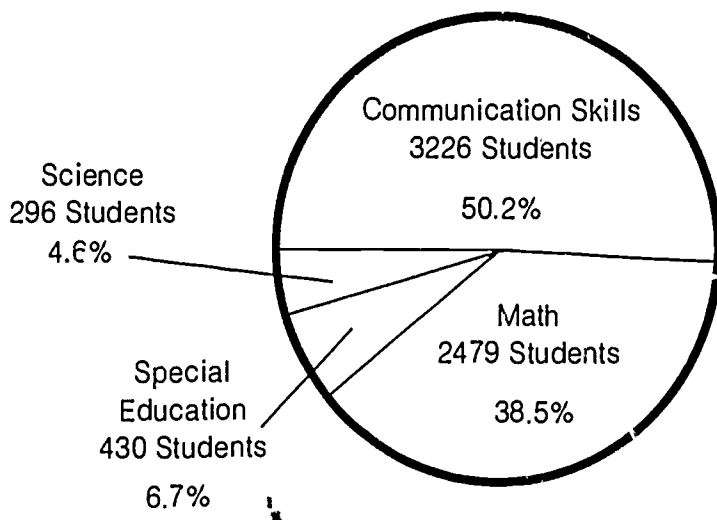
Total Expenditures: \$2,226,396

### Expenditures by Instructional Components:

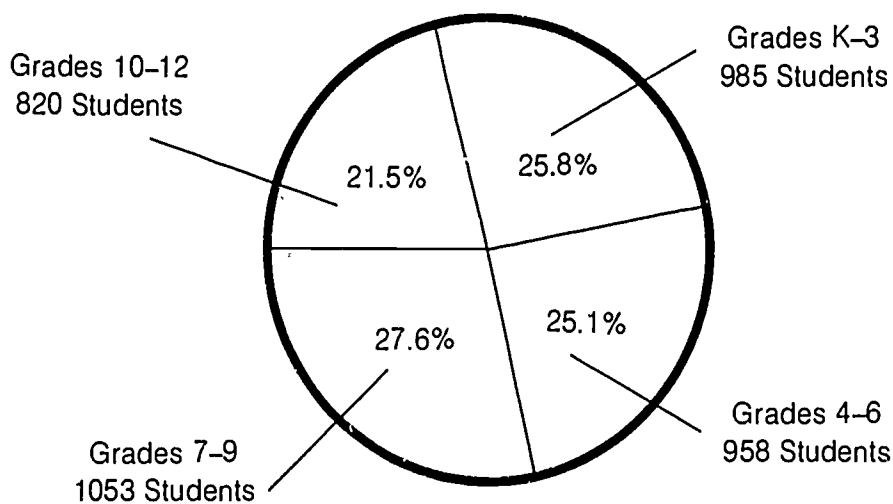
INSTRUCTIONAL COMPONENT	EXPENDITURE
Reading and Language	\$406,520
Mathematics	102,223
Special Education	175,902
Total Academic Achievement	1,262,159
<b>TOTAL</b>	<b>\$1,946,804</b>

## STUDENT PARTICIPATION

### BY COMPONENT



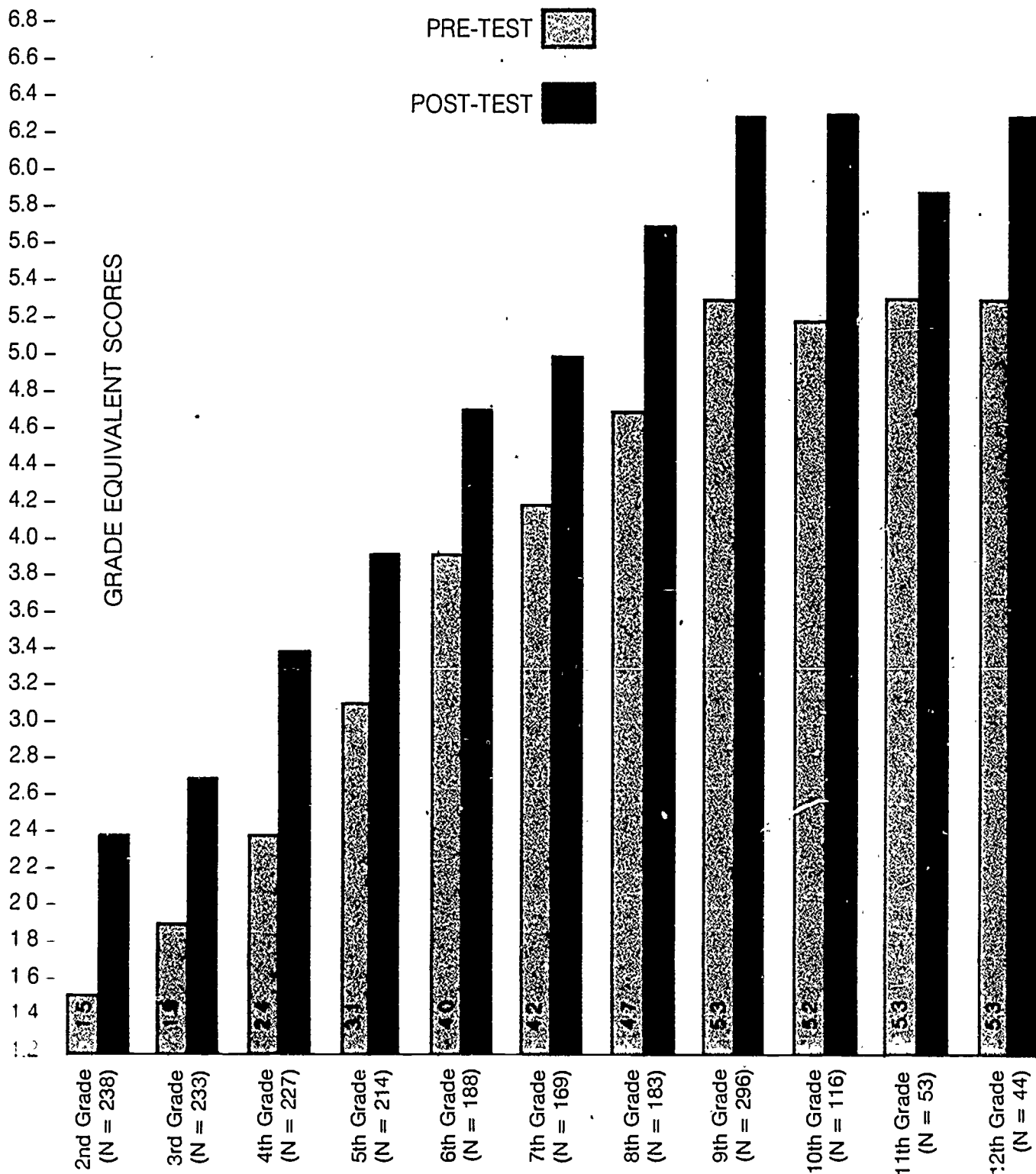
### BY GRADES



**Table 2**  
**Professional and Paraprofessional Staff by Component**

School	Professional		Para-Professional	
	Regular Program	Title 1	Regular Program	Title 1
Reading	58	28	13	74
Language	42	17	11	47
Math	39	19	9	41
Special Education	2	15	0	13

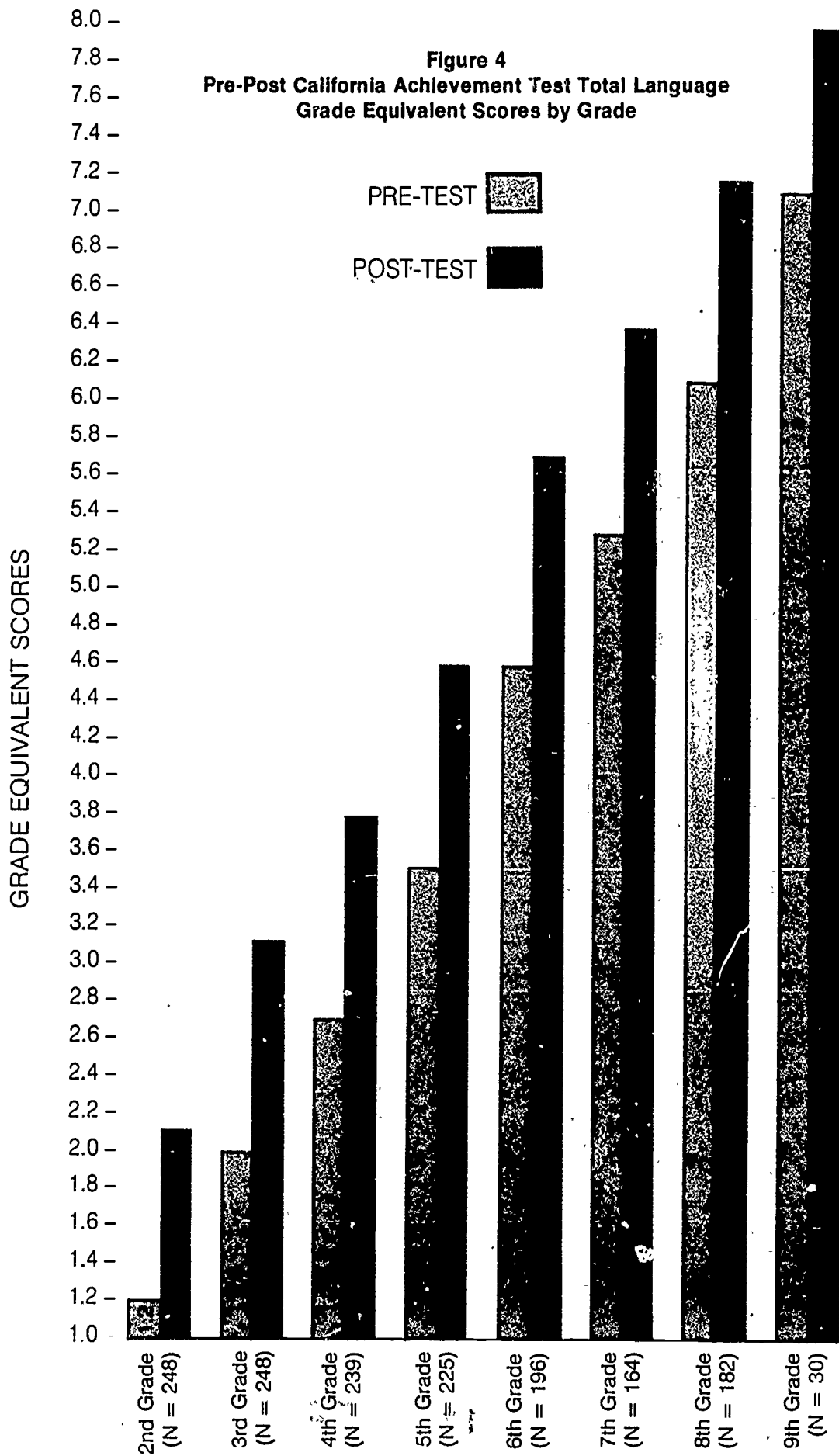
**Figure 3**  
**Pre-Post California Achievement Test Total Reading Grade Equivalent Score by Grade**



**Table 3**  
**Actual versus Expected Gains in reading**

Grade	Actual Gain Score	Expected Gain Score	Difference
2	+ .9	.6	+ .3
3	+ .8	.5	+ .3
4	+1.0	.5	+ .5
5	+ .9	.5	+ .4
6	+ .8	.5	+ .3
7	+ .8	.5	+ .3
8	+ .9	.5	+ .4
9	+1.0	.5	+ .5
10	+1.2	.4	+ .8
11	+ .6	.4	+ .2
12	+1.0	.4	+ .6

**Figure 4**  
**Pre-Post California Achievement Test Total Language**  
**Grade Equivalent Scores by Grade**

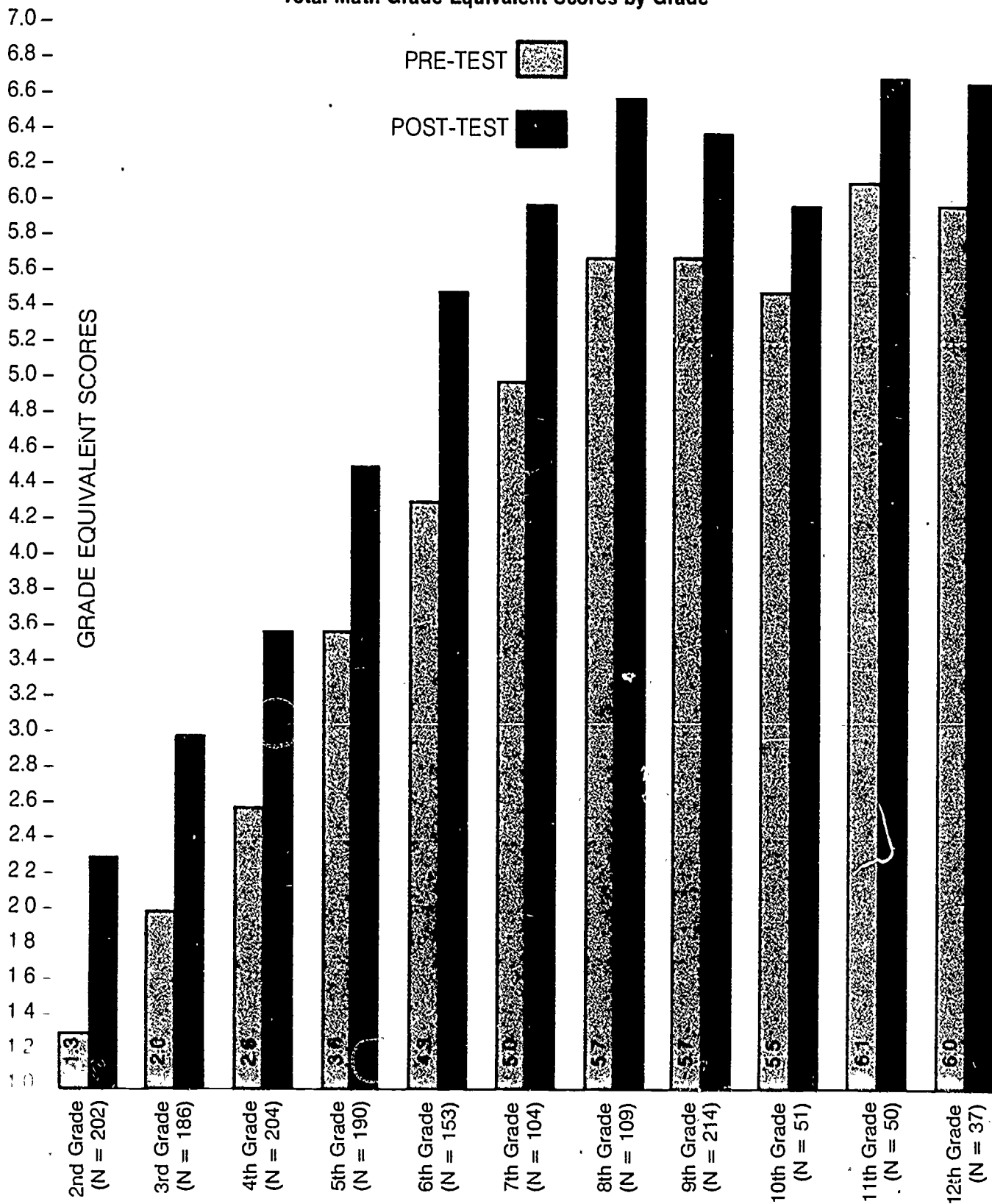




**Table 4**  
**Actual versus Expected Gains in language**

Grade	Actual Gain Score	Expected Gain Score	Difference
2	+ .9	.5	+.4
3	+1.1	.5	+.6
4	+1.1	.6	+.5
5	+1.1	.6	+.5
6	+1.1	.6	+.5
7	+1.1	.6	+.5
8	+1.1	.6	+.5
9	+ .9	.6	+.3

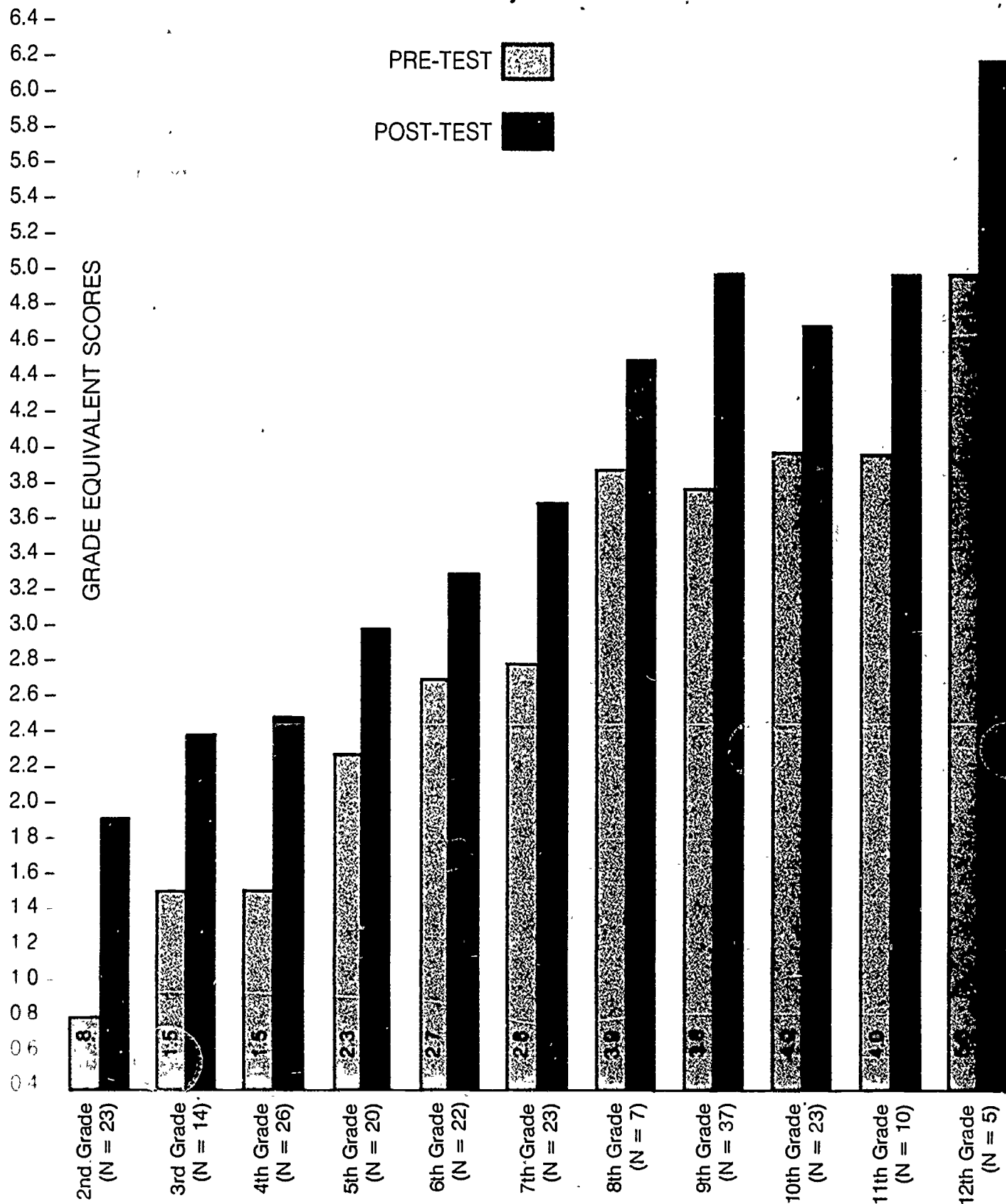
**Figure 5**  
**Pre-Post California Achievement Test**  
**Total Math Grade Equivalent Scores by Grade**



**Table 5**  
**Actual versus Expected Gains in mathematics**

Grade	Actual Gain Score	Expected Gain Score	Difference
2	+1.0	.5	+.5
3	+ .9	.5	+ .4
4	+1.0	.5	+ .5
5	+1.0	.6	+ .4
6	+1.2	.6	+ .6
7	+1.0	.6	+ .4
8	+ .9	.6	+ .3
9	+ .8	.5	+ .3
10	+ .5	.4	+ .1
11	+ .6	.4	+ .2
12	+ .6	.4	+ .2

**Figure 6**  
**Pre-Post California Achievement Test Total Special Education Grade Equivalent**  
**Scores by Grade**



**Table 6**  
**California Achievement Test Total Battery Grade Equivalent scores**  
**for the Special Education Components**

Grade	Actual Gain	Expected Gain	Actual-Expected Difference
2	+1.1	.3	+.8
3	+1.0	.4	+.6
4	+1.1	.3	+.8
5	+.6	.4	+.2
6	+.6	.4	+.2
7	+.8	.3	+.5
8	+.6	.4	+.2
9	+1.2	.3	+.9
10	+.7	.3	+.4
11	+.9	.3	+.6
12	+1.2	.3	+.9

## DEFINITION OF TERMS

There are several terms used in the manuscript that might not immediately be clear without some clarification.

- N= the number of students who took both the pre and post-test and thus comprise the total number of students included in the test results.
- Expected Gain For purposes of this report, expected gain refers to the gain in grade equivalent score that would be expected if the students did not receive Title I services. The value was computed by dividing the students pre-test score by the number of years in school + 1. This yearly expected gain was then adjusted to an 8 month school year by multiplying the expected gain by 4/5. Thus a student beginning the second grade with a pre-test score of 1.6 would have an expected growth of .6 in grade equivalents. While it is recognized that this does not take into account the true gain/loss factor over the summer it was the most accurate figure that could be derived given the limitations of the data.
- Test Dates Dates of administration of the pre-tests were the last 2 weeks in September and of the post-test were the first 2 weeks in May. Thus the school year approximates 8 months rather than 9 months for purposes of this report.